



Available online at www.sciencedirect.com

SciVerse ScienceDirect

journal homepage: www.elsevier.com/locate/orgdyn



Unleashing leadership potential: Toward an evidence-based management of emotional intelligence

Frank Walter, Ronald H. Humphrey, Michael S. Cole

Sergey Brin and Larry Page, the two co-founders of Google, drew on their mathematical brilliance to create the innovative algorithm behind Google's search engine. Forced to compete against already well-established Internet search providers (like Yahoo and AltaVista), however, Brin and Page recognized that this was not enough. Without an inspired, highly motivated workforce, their burgeoning new venture would ultimately fail to outshine competitors. So how did Google attain the unique position it holds today? We believe this is due – in part – to Sergey Brin and Larry Page's emotional intelligence. To guide the company during initial growth and development, for example, they selected an experienced business leader, Eric Schmidt, as chief executive officer, or CEO (Larry Page just recently took over the CEO position from Eric Schmidt). Like Brin and Page, the newly appointed CEO valued open emotional expression. Together, the trio created an emotionally supportive culture that encourages employees to express who they are as individuals while engaging in creative, innovative behavior. Furthermore, the founders of Google have shown empathy toward both employees and society at large. Google has, accordingly, been ranked as high as number one in national employee satisfaction surveys. Also Brin and Page founded their charity, Google.org, at the time of their initial public offering of stock. All in all, its founders' qualities in terms of both cognitive and emotional intelligence have helped Google develop a uniquely innovative, entrepreneurial, and stimulating atmosphere.

Unlike few other business concepts, the notion of an *emotionally intelligent leader* has caught the interest and stirred the imagination of scholars and practitioners alike. Some authors have gone so far as to proclaim emotional intelligence as the "sine qua non of leadership," arguing that emotional intelligence accounts for up to 90 percent of the difference between star performers and average

performers in senior leadership positions. Fueled by such claims, a multi-million dollar industry has emerged, offering "off the shelf" applications designed to improve one's emotional intelligence. As an example, we conducted an Internet search based on the terms "emotional intelligence" and "leadership." This search yielded over 1.3 million pages. The online retailer, Amazon.com, offers more than 280 books based on the same search terms!

On this basis, it is safe to assume that emotional intelligence is a viable concept grounded in solid, scientific evidence – *Right?* Actually, the jury is still out – with few other ideas having created as much controversy in the academic business community. Whereas some have praised the relevance of emotional intelligence for successful leadership, others continue to question its very existence. John Antonakis from the University of Lausanne has criticized, for example, that "practice and voodoo science" may be running ahead of rigorous research in the field of emotional intelligence and leadership. From a practical perspective, this controversy around emotional intelligence is highly undesirable, raising more questions than it answers. Can one reasonably expect emotionally intelligent leaders to perform more effectively – or is emotional intelligence just another empty management fad? Are companies well advised to incorporate emotional intelligence into their leader selection, promotion, and development efforts – or should they focus on other, more promising concepts?

We aim to provide answers to these questions. To do so, we first address an underlying cause of the current controversy. As we will show, people use the same term – emotional intelligence – to talk about strikingly different things. We then review the empirical evidence, highlighting recent findings on the role of emotional intelligence for job performance and leadership. To conclude, we sketch a foundation

for an evidence-based management of emotional intelligence in organizational practice.

WHAT IS EMOTIONAL INTELLIGENCE? A BRIEF REVIEW OF CONFLICTING PERSPECTIVES

Emotional intelligence is a complex phenomenon. Indeed, despite a large body of research and a wide range of practical applications, there is little consensus about its true meaning. Published in the early 1990s, John Mayer and Peter Salovey's seminal research sparked interest in the concept. Mayer and Salovey view emotional intelligence as a set of four specific, interrelated abilities (or "branches") that help people to effectively deal with their own and others' emotions. First, the ability to *perceive emotions* allows an emotionally intelligent person to correctly identify the emotions he or she experiences and to accurately recognize others' feelings. This ability helps people, for example, to decipher the emotions expressed in others' faces. Second, the ability to *use emotions* is based on knowledge about how feelings influence one's thinking. This branch enables people to effectively utilize their emotions to facilitate problem-solving. Third, the ability to *understand emotions* helps an individual to grasp the causes and consequences of emotions and to comprehend how emotions develop over time. And fourth, the ability to *manage emotions* is about regulating one's own and others' feelings to better attain specific goals. This final branch helps people, for example, to effectively control their anger. John Mayer and his colleagues have developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to measure each of the four branches of emotional intelligence. Akin to classic IQ tests, the MSCEIT incorporates questions with right and wrong answers to assess one's emotional abilities.

Although Mayer and Salovey's work drew considerable attention, emotional intelligence became widely popular through journalist Daniel Goleman's best-selling book *Emotional Intelligence*. The ideas presented in this book made it onto the cover of *Time Magazine*, and they are mirrored in many practical applications. This enormously popular approach, however, is strikingly different from how emotional intelligence was initially conceived. Besides emotional abilities, this alternative view covers a wide array of personality traits, self-perceptions, and other attributes. For example, the Emotional Competence Inventory (ECI) – a 360-degree questionnaire based on Goleman's model of emotional intelligence – covers four broad "clusters" with numerous underlying "competencies." The *self-awareness* cluster includes emotional self-awareness, accurate self-assessment, and self-confidence; the *self-management* cluster includes emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism; the *social awareness* cluster includes empathy, organizational awareness, and service orientation; and the *relationship management* cluster includes developing others, teamwork and collaboration, conflict management, change catalyst, inspirational leadership, and influence. Given its broad content coverage, Goleman's perspective has been labeled as a "mixed model" of emotional intelligence.

Despite the frequent application of the mixed model approach, the ability model put forward by Mayer and Salovey

is often regarded as a "gold standard" for research and practice because it comes closest to what is implied by the term emotional *intelligence*: the ability to effectively deal with one's own and others' feelings. Also, the ability framework clearly distinguishes between what emotional intelligence *is* and *is not*, and the MSCEIT enables a relatively precise, objective assessment of an individual's emotional intelligence. Due to the mixed model's extensive breadth, in contrast, it frequently comes with considerable ambiguity. Hence, although this form of emotional intelligence may predict relevant work outcomes, it can be difficult for leadership professionals and human resource managers to develop targeted interventions.

DO EMOTIONS MATTER IN THE WORKPLACE?

Controversy about the specific meaning of emotional intelligence set aside, one question is paramount: Do emotionally intelligent leaders achieve superior outcomes? In some contexts, it is rather intuitive that dealing effectively with one's own and others' emotions is a key to success. Think professional sports. Oliver Kahn, long-time goal-keeper and captain of the German national soccer team and winner of multiple national, European, and international titles, is renowned for his intense emotional presence on the playing field. In a recent book chapter, Kahn suggests that emotion management is among a team captain's most critical tasks: "As captain, I simply have to know who needs support and who rather needs a kick in the b***. ... It is OK for a captain to be a bit provocative, to play with fire, and, if necessary, to become 'strongly offensive' or 'controlled aggressive.'" Most important, Kahn emphasizes that "teams need enthusiasm" – and a successful captain should be able to ignite such enthusiasm in other players.

Mike Krzyzewski, better known as Coach K, would agree with Kahn about the role of emotion in sports – indeed, Coach K has published a book entitled *Leading with the Heart*. Coach K has the best win record of all currently active American college basketball coaches, his Blue Devils have won four NCAA national championships, and he led the U.S. men's national basketball team to a gold medal at both the 2008 Summer Olympics and the 2010 FIBA World Championship. An important element of emotional intelligence is the ability to perceive emotions, and Coach K powerfully illustrates this ability: "People talk to you in different ways – through facial expressions, moods, mannerisms, body language, the tone of their voice, the look in their eyes" and "as a leader, you must be able to read your players." He also recognizes that to be an effective leader and coach, it is his duty to help his players regulate their emotions. "A good leader presents an image that gives confidence to his team. And I make it a point to transform that image to the players by encouraging them to walk right, to stand right, to look good."

Even within more traditional, corporate settings, managers increasingly recognize and harness the role of emotion. Alstom Power Service, for example, is a multinational company that provides services for the operation, maintenance, and refurbishment of industrial power generators – a technology and engineering-driven firm. Former president Walter Gränicher describes three pillars that he put in place to establish a foundation for Alstom's identity, labeled "LOOK,

FEEL, and ACT.” The FEEL component, Gränicher outlines, refers to “how we feel, in relation to the sense of togetherness, cooperation, enthusiasm, engagement, and atmosphere within the company.” As this quote illustrates, emotional factors have made their way into the strategic thoughts of executives even in industries that, only a few years ago, might have dismissed such notions as “touchy-feely.”

HOW DOES EMOTIONAL INTELLIGENCE COMPARE WITH OTHER PREDICTORS OF JOB PERFORMANCE?

Decades of research and, literally, hundreds of studies have shown that cognitive ability (otherwise known as IQ) and personality impact employees’ performance at work. Employees are known to exhibit higher performance if they are smart, reliable, industrious, and stress-resistant. Hence, emotional intelligence is up against some stiff competition. Can this relatively new concept really benefit one’s job performance, beyond these other, well-established predictors? A team of researchers led by Ernest O’Boyle and Ronald Humphrey have recently examined this question in a comprehensive summary of the literature. Their findings show that emotional intelligence indeed is an important performance predictor – even beyond IQ and personality. Combined with IQ and various personality characteristics, emotional intelligence explained up to 49 percent of performance differences between employees, and emotional intelligence was among the three most important contributors to this total percentage.

These findings notwithstanding, it is clear that jobs differ in the degree to which they impose emotional demands. In service positions, expression of appropriate emotions toward customers is particularly important (i.e., “service with a smile”). Chick-fil-A, for example, has achieved its reputation as an industry leader in customer service because it recognizes the value of genuine emotional displays. Early on, S. Truett Cathy, founder of Chick-fil-A, was careful to establish company policy that selects operators (i.e., restaurant managers/business partners) who understand the value of positive emotions at work. As one operator, Charles Gibson, stated,

I have to be on fire every day, and the fire has to be genuine. I could give a motivational speech every day, but most people wouldn’t remember what I said. But if the feeling is in my spirit, it’s there every day for my team and for the customers to see. Customers pay attention to smiles. I’ve had them say to me, ‘There’s not a time that I’ve come in here when I haven’t seen a smile on your face.’

Chick-fil-A’s emphasis on customer service has helped it win a long series of awards, including an award from J.D. Power and Associates for being one of the 2010 “Top Restaurant Brands in Customer Satisfaction.” Despite the economic downturn in the U.S. restaurant industry, Chick-fil-A posted for 2010 an 11.4 percent increase in overall sales performance.

One can assume that emotional intelligence abilities, such as recognizing and understanding customers’ feelings and

controlling one’s own emotions, are particularly relevant for employees in service positions with intense emotional demands. In other jobs, one can expect emotional factors to be less crucial – think, for example, highly routinized back-office positions with little customer interaction. A review of the emotional intelligence literature by Dana Joseph and Daniel Newman has shown that such differences matter. They found that emotional intelligence is of little relevance when jobs do not impose emotional demands. It is a key predictor of performance, however, when dealing effectively with one’s own and others’ feelings is among a job’s core tasks. As we will see later, this is the case in most leadership positions.

Finally, an interesting study by Stéphane Côté and Christopher Miners suggests there are different routes to attaining high job performance. These researchers demonstrated that either high emotional intelligence or a high IQ is needed to achieve superior outcomes. Taken together, these findings illustrate that emotional intelligence is an important predictor of job performance; however, it is not the only factor that matters. Clearly, an individual’s cognitive ability and other characteristics (such as personality traits) continue to play crucial roles. Emotional intelligence does not replace these well-established predictors, but it is an important complement that managers should take into account to fully understand employees’ performance potentials.

WHAT IS THE ROLE OF EMOTIONAL INTELLIGENCE FOR LEADERSHIP?

Jerry Burch, President of the Da Vinci Studies consulting company, has interviewed numerous business executives, and his findings point to the important role of emotional intelligence for leadership. Mark Fernandez, for instance, is chief leadership officer at Luck Stone Corporation, the largest family-owned and family-operated aggregates company in the U.S., and one of the principal producers of crushed stone in the nation. He emphasizes that, as a leader, effectively working with one’s own emotions (e.g., taking a step back to analyze emotion-laden situations and understand one’s feelings) is a key to success. “You have to know your emotions. It is what you do, before you do what you do, that matters most.”

Another example is Whole Foods Market. John Mackey, founder of what is today one of the largest natural foods grocers in the world, states that when selecting leaders, “I look for somebody who has classic virtues such as integrity, honesty, courage, love, and wisdom. . . I also look for people who have a high degree of emotional intelligence – a high capacity for caring. . . Good leaders need to be able to connect to all of those around them. This is especially true at Whole Foods, where we have a very team-oriented culture.” Hiring for emotional intelligence may be one reason why Whole Foods Market is a 14-year veteran among *Fortune’s* Best Companies to Work For and is currently ranked number 24 on this list.

In line with these examples, research suggests that leadership is, at its core, a highly emotional process. Effective leaders develop a positive, optimistic vision of the future and convey this vision to followers in an emotionally captivating

manner. Also, they express authentic sympathy and support toward discouraged followers, irritation toward “slackers,” and enthusiasm toward high performers. In other words, effective leaders skillfully manage their own and their followers’ feelings – leadership roles are ripe with intense emotional demands. It is no surprise, then, that many practitioners and academics regard emotional intelligence as a prerequisite for successful leadership.

We have recently evaluated research evidence linking emotional intelligence to leadership in a review of studies published since 1999. On the basis of our findings, we conclude that emotional intelligence does indeed play an important role for three critical leadership outcomes.

Emotional intelligence and leader emergence

First, we examined whether emotional intelligence can help individuals without formal authority to be perceived as leaders by others. This ability to gain leadership responsibility is a valuable asset when working in self-managing teams, which are increasingly used in many major corporations, such as General Electric Co. and Procter & Gamble. All of the studies we reviewed show that people are more likely to grant leadership roles to individuals with high emotional intelligence. Take, for example, a recent article by Stéphane Côté and his colleagues. In two separate studies, these researchers asked business students to first complete an emotional intelligence test (the MSCEIT). Participants then worked in teams (without a formal leader) for ten weeks to analyze a management consulting problem. Afterwards, participants rated the degree to which each of their teammates has demonstrated leadership qualities. Results indicated a clear and convincing picture. Even when taking IQ and personality into account, an individual’s emotional intelligence score was the most important factor to predict whether or not the respective person took the lead within his or her team.

Emotional intelligence and leadership behavior

Second, we determined whether emotional intelligence assists formal leaders to exhibit productive behaviors. Take, for example, Apple’s late CEO, Steve Jobs. *The Times* described Jobs as a model of charismatic leadership – a “master communicator” with a “magnetic personality” who could inspire people and gather followers behind a shared vision. Contemporary research has repeatedly demonstrated the extraordinary success that springs from such charismatic or “transformational” leadership behavior. Further, a large majority of the studies we reviewed show that emotional intelligence and charisma are positively related. An instructive example is Robert Rubin and colleagues’ examination of 145 managers from a global biotech/agriculture company based in the Midwest. This study demonstrated that even after considering various personality traits (e.g., extraversion and agreeableness), managers with higher emotion recognition capability (the first branch of emotional intelligence) exhibited transformational leadership behavior to a much greater extent than managers with lower emotion recognition.

Emotional intelligence and leadership effectiveness

Although our review suggests that individuals with higher emotional intelligence are more likely to emerge as leaders and to exhibit productive leadership behaviors, one critical question remains: Does it pay off – that is, are emotionally intelligent leaders really more successful? As one can imagine, this question has drawn considerable scholarly attention. Once again, a large majority of the studies we reviewed suggests that emotional intelligence does contribute to a leader’s effectiveness. As one example, David Rosete and Joseph Ciarrochi used the MSCEIT to assess the emotional intelligence of 41 executives from an Australian Public Service organization. They found that EI scores were positively related with executives’ leadership performance, as gleaned from the organization’s performance management system.

TOWARD AN EVIDENCE-BASED MANAGEMENT OF EMOTIONAL INTELLIGENCE

Building on evidence-based practices in the field of medicine, scholars have called for management practitioners and researchers to adopt a similar approach. Essentially, *evidence-based management* is about incorporating the best available research findings into managerial decision-making. Companies spend millions of dollars each year on emotional intelligence applications for personnel management, most prominently for leader selection, training, and development. Also, as previously discussed, research on the role of emotional intelligence for job performance and leadership has produced important insights. We believe it is crucial to systematically harness these insights to improve the effectiveness of practical applications. In the following, we highlight what we think are key guidelines toward an evidence-based management of emotional intelligence.

What role should emotional intelligence play in leader selection and promotion?

Leadership is a prime example of emotion-laden work, and numerous studies have supported the relevance of emotional intelligence for effective and successful leadership. Building on this evidence, we believe businesses can benefit from incorporating emotional intelligence measures into leader selection and promotion decisions. In fact, many companies today are doing just that. David Caines, for example, is President of Kenco Logistics Services, one of the largest, privately owned third-party logistics companies in North America. He states that, “We use a predictive index when hiring supervisors and above at Kenco. We do hire for emotional intelligence and find that it is a top predictor of management success.”

We offer two important points for consideration in this regard. First, managers should exercise care when choosing between different measures of emotional intelligence. Ability-based tests (such as the MSCEIT) seem particularly useful for leader selection and promotion. Rather than requiring employees to rate their own or others’ emotional abilities, the MSCEIT draws on actual test questions with right and wrong answers. As such, it is less prone to faking and

impression management than other questionnaires, and it delivers a relatively objective and unbiased picture of a candidate's emotional intelligence.

Second, emotional intelligence measures should *complement*, rather than replace other, well-established predictors of a leader's performance. As suggested earlier, research has demonstrated that an individual's IQ, personality, functional skill, and emotional intelligence all play an important part for effective job performance and leadership. What we suggest, therefore, is a careful extension of existing selection instruments. Janet Kellet, Ronald Humphrey, and Randall Sleeth, for example, have corroborated the utility of classic drivers of leadership (e.g., cognitive intelligence). When also including measures of emotional intelligence and empathy, however, they were able to considerably increase their ability to predict leader emergence. Hence, businesses can improve the accuracy of their leader selection and promotion procedures by utilizing a battery of validated instruments that provide decision-makers with a well-rounded profile of each candidate – including, among other factors, candidates' emotional intelligence.

How should emotional intelligence be incorporated in leadership development?

Given the important role of emotional intelligence discussed in this article, we believe emotional intelligence training can be a beneficial element of a company's leadership development efforts. Ability-based models offer a viable basis for emotional intelligence trainings that extend beyond traditional "soft skills" development and explicitly address participants' capability to effectively deal with their own and others' emotions. Also, evidence suggests that each of the four branches of emotional intelligence can be developed through training initiatives.

Identifying emotions. Research has shown that – across cultures and contexts – people express basic emotions through very similar cues (e.g., facial expressions). Oftentimes, these cues are subtle enough to escape the untrained observer. As explained in Paul Ekman's book *Emotions Revealed*, for instance, it is possible to reliably distinguish an authentic, honest smile (also known as "Duchenne smile") from a false one, as only the former is accompanied by the contraction of specific muscles surrounding the eyes that most people cannot control voluntarily. Training programs that raise participants' awareness of such cues can effectively promote emotion recognition. Such programs are particularly promising if they extend beyond pure instruction and entail ample practice and feedback possibilities.

Using emotions. There is an intimate connection between an individual's feelings and thoughts. People generally think more creatively, for example, when they are in a positive mood. When experiencing negative feelings, in contrast, individuals tend to focus on details and try to avoid subsequent mistakes. On this basis, some job tasks (e.g., brainstorming, composing a speech) can benefit from positive feelings, whereas others (e.g., idea implementation, checking a speech for errors) may benefit when an employee's mood is slightly negative. It is rather straightforward to convey such insights within a training context. However, it is one thing to *know* about the connection between emotions and thoughts, and quite another thing to actually *apply* this

knowledge (e.g., by actively focusing on work tasks that benefit from one's mood). Evidence suggests that training efforts designed to improve participants' utilization of emotions for effective problem-solving should entail intense, on-the-job practice opportunities (e.g., mentoring, coaching, or team-based learning).

Understanding emotions. It is well known that emotions originate from specific causes and evoke particular, predictable behaviors. Anger arises, for example, if we feel that we have been treated unfairly, and it typically results in a tendency to retaliate by "attacking" the perceived source of injustice. Joy, in contrast, emerges if we have successfully reached important goals, and it inspires and motivates further effort. David Caruso and Peter Salovey's book on managing with emotional intelligence suggests that training designed to teach participants about emotions and their causes and consequences may go a long way toward improving one's emotional understanding. Accordingly, a recent study among project managers in the U.K., conducted by Nicholas Clarke, found that an emotional intelligence training program improved managers' ability on this branch of emotional intelligence six months later.

Managing emotions. This final dimension of emotional intelligence is prominently featured when people try to deal with negative, counterproductive feelings. At times, individuals engage in "surface acting," wherein they merely control their emotion expressions. Think of a manager who – on the surface – maintains a professional, optimistic appearance, although he or she might feel anxious about ongoing change. A second strategy involves "deep acting," wherein individuals adapt not only their expressions but alter their underlying emotions by re-evaluating the situation that triggered the respective feelings. The manager might, for example, focus on advancement opportunities that emerge from the change to ameliorate his or her anxiety. Research has demonstrated that deep acting is a superior option; it is less stressful and comes over as more authentic and trustworthy than does surface acting. At the same time, deep acting requires greater skill. Hence, training should focus on techniques that help individuals effectively re-evaluate stressful, emotion-laden events. As Caruso and Salovey note, individuals need to be attentive of the emotions experienced, consciously consider their origins, and actively focus on alternative views of an emotional situation. Programs designed to train these abilities must go beyond a classroom setting. Individuals need *real* opportunities to practice these suggested techniques and require continuous feedback on their performance.

An important caveat. Taken together, evidence suggests it is possible to develop employees' emotional intelligence for superior job performance and leadership. That said, we are skeptical about "one-shot" programs that rely solely on short, in-class initiatives (e.g., a one-day emotional intelligence workshop). Emotions occur within the context of complex workplace interactions. An effective training program not only brings participants up to speed on the relevance of emotions and emotional intelligence at work – it also offers frequent, meaningful, and constructive feedback to participants' about their development, and it affords participants the chance to repeatedly practice the application of emotionally intelligent behavior in their daily jobs.

This requires long-term commitment from both businesses and training participants.

CONCLUDING REMARKS

Although empirical evidence does not support exaggerated claims about the relevance of emotional intelligence, it clearly suggests that emotional intelligence is an important driver of effective job performance and successful leadership. Hence, we believe that emotional intelligence has

a legitimate place in leader selection, promotion, and development. Companies can gain a unique competitive edge when drawing on principles of evidence-based management to incorporate emotional intelligence in their business decisions.



To order reprints of this article, please
e-mail reprints@elsevier.com



SELECTED BIBLIOGRAPHY

The controversy surrounding emotional intelligence is exemplified by J. Antonakis, N. M. Ashkanasy, and M. T. Dasborough, "Does Leadership Need Emotional Intelligence?" *Leadership Quarterly*, 2009, 20(2), 247–261. For more information on different approaches to emotional intelligence, see J. D. Mayer, R. D. Roberts, and S. G. Barsade, "Human Abilities: Emotional Intelligence," *Annual Review of Psychology*, 2008, 59(1), 507–536.

Key examples and quotes in this article are taken from H. Bruch, S. Krummacker, and B. Vogel (eds.), *Leadership – Best Practices und Trends* (Wiesbaden, Germany: Gabler, 2006); S. T. Cathy, *Eat Mor Chikin: Inspire More People* (Decatur, GA: Looking Glass Books, 2002); M. Krzyzewski, and D. T. Phillips, *Leading with the Heart* (New York, NY: Business Plus Publishers, 2004); J. Lowe, *Google Speaks* (Hoboken, NJ: Wiley, 2009); J. Mackey, "Ask John Mackey," *Inc.*, 2009, 31(6), 112.

For more information about emotional intelligence and job performance, see S. Côté, and C. T. H. Miners, "Emotional Intelligence, Cognitive Intelligence, and Job Performance." *Administrative Science Quarterly*, 2006, 51(1), 1–28; D. L. Joseph, and D. A. Newman, "Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model," *Journal of Applied Psychology*, 2010, 95(1), 54–78; E. H. O'Boyle, R. H. Humphrey, J. M. Pollak, T. H. Hawver, and P. A. Story, "The Relation Between Emotional Intelligence and Job Performance: A Meta-Analysis." *Journal of Organizational Behavior*, 2011, 32(5), 788–818. Our review of the role of emotional intelligence for leadership is based on F. Walter, M. S. Cole, and R. H. Humphrey, "Emotional Intelligence: Sine Qua Non of Leadership or Folderol?" *Academy of Management Perspectives*, 2011, 25(1), 45–59. For more information, see S. Côté, P. N. Lopez, P. Salovey, and C. T. H. Miners, "Emotional Intelligence and Leadership Emergence in Small Groups," *Leadership Quarterly*, 2010, 21(3),

496–508; D. Rosete, and J. Ciarrochi, "Emotional Intelligence and Its Relationship to Workplace Performance Outcomes of Leadership Effectiveness," *Leadership & Organization Development Journal*, 2005, 26(5), 388–399; R. S. Rubin, D. Munz, and W. H. Bommer, "Leading from Within: The Effects of Emotion Recognition and Personality on Transformational Leadership Behavior," *Academy of Management Journal*, 2005, 48(5), 845–858.

Readers interested in evidence-based management are referred to J. Pfeffer, and R. I. Sutton, "*Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence-Based Management*" (Boston, MA: Harvard Business School Publishing, 2006). An example for an application of emotional intelligence in an assessment center context is featured in J. B. Kellett, R. H. Humphrey, and R. G. Sleeth, "Empathy and the Emergence of Task and Relations Leaders," *Leadership Quarterly*, 2006, 17(2), 146–162. For more information on emotional intelligence and leadership development, see D. R. Caruso, and P. Salovey, "*The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership*" (San Francisco, CA: Jossey-Bass, 2004); N. Clarke, "Developing Emotional Intelligence Abilities through Team-Based Learning," *Human Resource Development Quarterly*, 2010, 21(2), 119–138; N. Clarke, "The Impact of a Training Programme Designed to Target the Emotional Intelligence Abilities of Project Managers," *International Journal of Project Management*, 2010, 28, 461–468; P. Ekman, "*Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*" (New York, NY: Henry Holt, 2003); D. S. Pugh, "Emotional Regulation in Individuals and Dyads: Causes, Costs, and Consequences," in R. G. Lord, R. J. Klimoski, and R. Kanfer (eds.), *Emotions in the Workplace* (San Francisco, CA: Jossey-Bass, 147–182).

Frank Walter is an associate professor at the University of Groningen's Faculty of Economics and Business, Department of Human Resource Management and Organizational Behavior. He received his Ph.D. from the University of St. Gallen, Switzerland. He is the author of several publications on leadership and emotion in the workplace. Furthermore, his research interests include team processes and counterproductive work behavior (University of Groningen, Faculty of Economics and Business, Department of HRM & OB, Nettelbosje 2, 9747 AE Groningen, The Netherlands. Tel.: +31 50 363 3849; email: f.walter@rug.nl).

Ronald H. Humphrey is a professor in the Department of Management at Virginia Commonwealth University. His research interests and publications are on leadership, entrepreneurship, emotions in the workplace, empathy, emotional labor, emotional intelligence, person perception, identity theory, labeling theory, attribution theory, collective efficacy, careers, project management, assessment centers, job characteristics, and other topics. He recently edited (2008) *Affect and Emotion: New Directions in Management Theory and Research*. He is busy writing a forthcoming book to be called *Modern Leadership*. He enjoys teaching and working with the business community doing corporate training and consulting. AB: University of Chicago; Ph.D.: University of Michigan; Postdoctoral Fellow: Indiana University (Virginia Commonwealth University, Department of Management, Snead Hall, 301 West Main, P.O. Box 844000, Richmond, VA 23284-4000, USA. Tel.: +1 804 828 3173; email: rhumphr@vcu.edu).

Michael S. Cole is an assistant professor in the Department of Management, Entrepreneurship, and Leadership at the Neeley School of Business, Texas Christian University. Prior to joining TCU, he held the position of research fellow and lecturer at the University of St. Gallen, Switzerland. He received his Ph.D. from Auburn University. His professional interests focus on multilevel theories, research, and methods as they relate to leadership and employee behavior in organizations. He has published more than 25 articles and co-authored one book, *People Smart Leaders: Maximizing People, Performance, and Profits* (Texas Christian University, Department of Management, 2900 Lubbock Avenue, Fort Worth, TX 76109, USA. Tel.: +1 817 257 6796; email: m.s.cole@tcu.edu).